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ABSTRACT

This handbook provides eight detailed interdisciplinary lesson plans, with art, archaeological, and architectural heritage of historical British sites as the introductory focus. Historical background is combined with a variety of possible content area approaches, documentary sources, and photocopiable activity sheets for classroom and on-site work, together with practical information about the site. The lessons and ideas can be adapted easily to most grade levels as well as historical sites in other global regions. (DQE)

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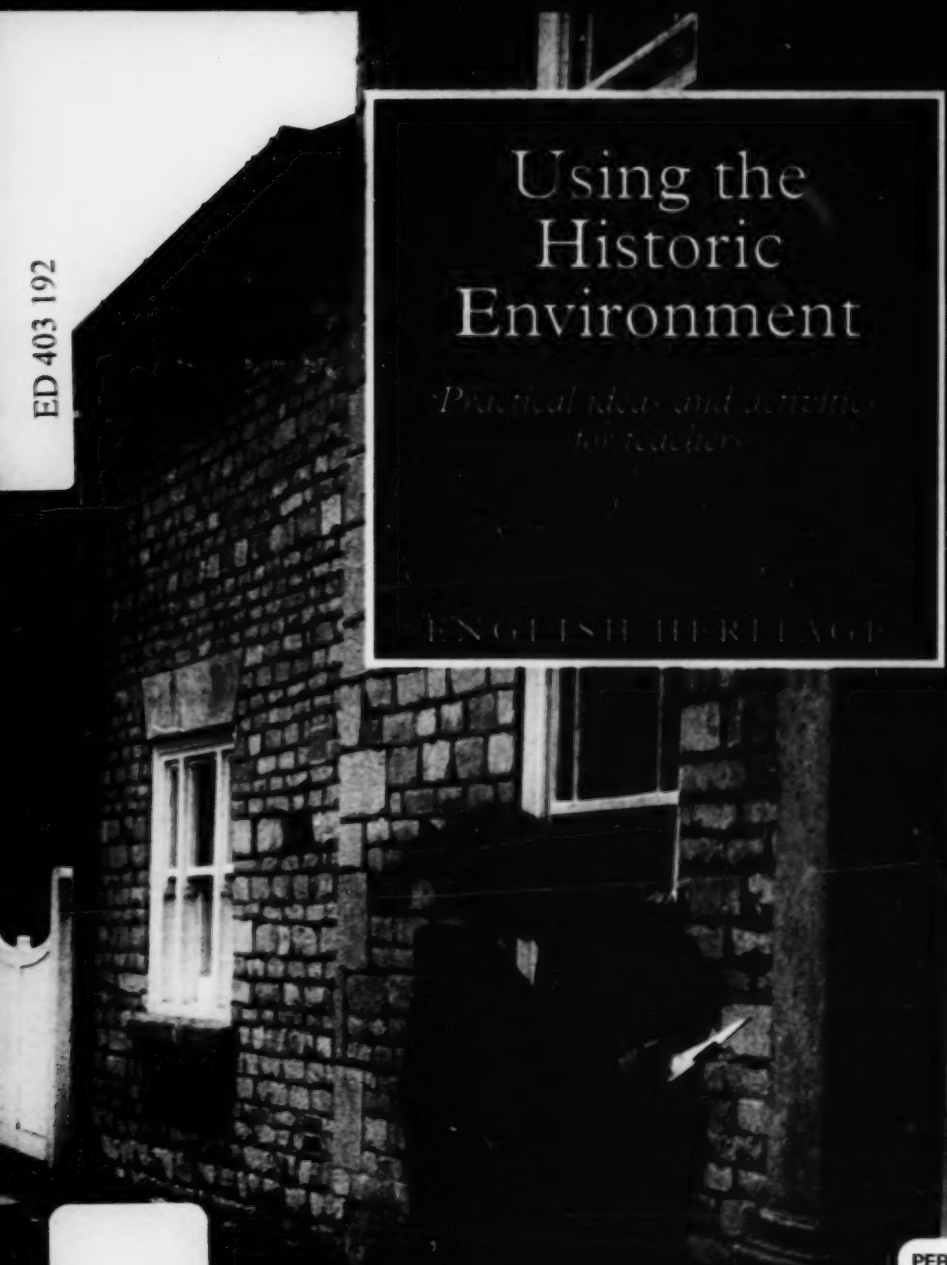
ED 403 192

Using the Historic Environment

Practical ideas and activities for teachers

ENGLISH HERITAGE



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English Heritage

English Heritage was created by Parliament in 1984 to protect and encourage people to understand and enjoy England's architectural and archaeological heritage. We give advice on and grants for conservation and are the government's principal expert adviser on the historic environment. We also manage over 375 of England's greatest historic sites which are open to the public.

Our Education Service

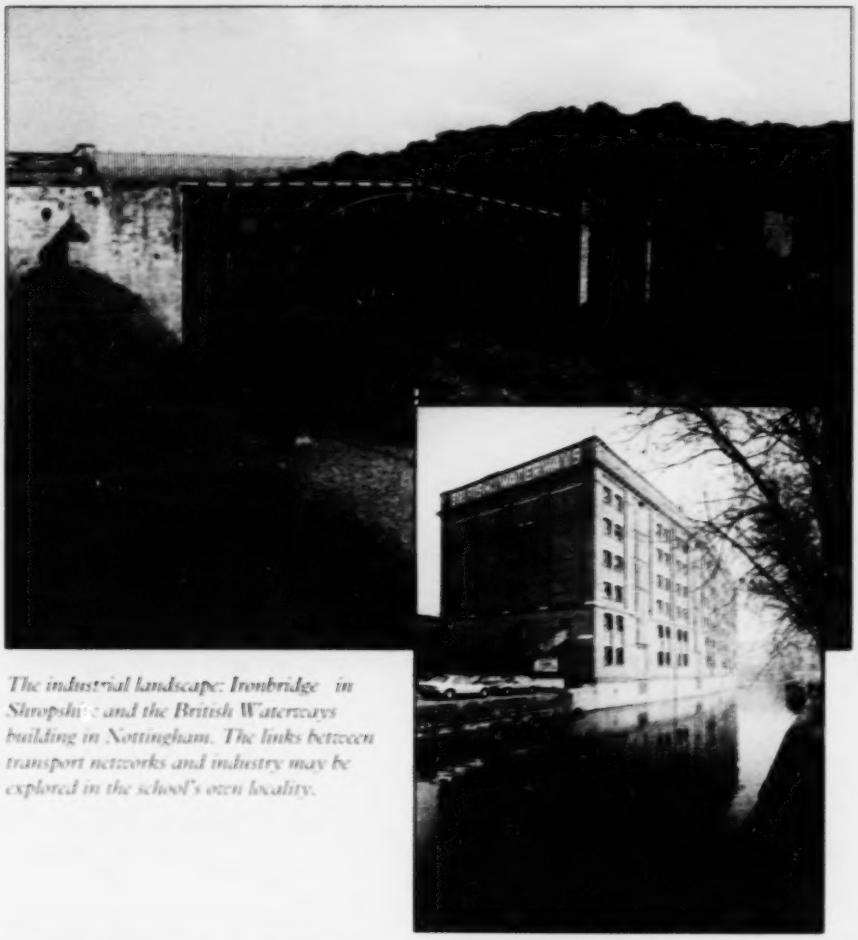
English Heritage has an Education Service to help teachers at all levels make better use of the resource of the historic environment. Whatever subject you are teaching, at any level from Key Stage 1 to GCSE or even adult education, the range of over 375 English Heritage Historic Properties and our teaching resources can offer you the help you need to make the most of the past.

WHAT IS THE HISTORIC ENVIRONMENT?

The historic environment was created by past human activity and might be a village, a town, or an area of rural landscape.

Human activity had an impact on the physical environment long before written historical records began, and a lot may be learned by looking at prehistoric sites. The elements of the landscape created by past human activity might be prominent and easily recognisable such as a house, a hillfort or cathedral, or they may be embedded in more recent developments and visible only as the remnants of a medieval town plan, or a scatter of stone, tile and pottery indicating where a structure once stood. Some historic features might be buried below the ground or water and already be known to archaeologists, or they may await discovery and identification. The common factor is that all these features survive from previous times and exert some influence, even though it may be hidden, on the present environment.

The historic environment lies all around us; what varies is the extent to which it appears within today's environment and the extent to which we can recognise it. Nearly all the places in England, whether urban or rural, upland or lowland, industrial or agricultural, contain evidence of some aspect of human activity in the past. In many places there is abundant, obvious, evidence for the past in the buildings and structures of the town and city, village and farmland. For example in a town such as York or Canterbury, whose shape, function and character are immediately seen as a product of the past, the evidence is readily apparent. In other towns evidence is equally abundant but might be hidden and techniques such as fieldwork, research, surveying and excavation will be needed to find the clues. Many modern rural parish boundaries are evidence for Saxon trackways or Roman estate-boundaries whose lines they still follow, and many a garden boundary in a modern housing estate is the survival of an ancient hedgeline. Even new towns such as Milton Keynes have been shown to lie over extensive evidence of human occupation that is thousands of years old, and the shapes of those historic landscapes have influenced some aspects of the shape of the present urban landscape.

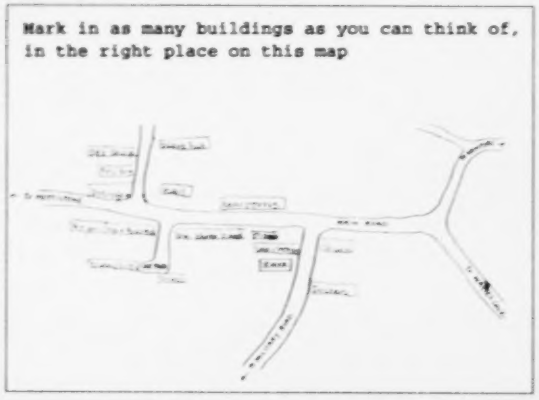


The industrial landscape: Ironbridge in Shropshire and the British Waterways building in Nottingham. The links between transport networks and industry may be explored in the school's own locality.

ACTIVITY

It is important that children understand that the historic environment is all around them. Most people are remarkably unaware of their own environment, but don't realise it: they think that they have noticed everything, but in fact they have retained only a small, highly selective, proportion of what they see. To demonstrate this ask each pupil to draw as detailed a map as they can of their route to school, the immediate locality of the school or their local High Street, marking in as many of the buildings as they can. Most pupils will chart very few buildings. A statistical survey of what was charted by pupils will also yield interesting results. Some buildings will have been remembered by most pupils, and others by none. The class can then discuss why some buildings are more memorable than others.

A walk around the local buildings is the obvious follow-up to the mental maps exercise to check what was or wasn't remembered. It is also the obvious introduction to issues of change in buildings and conservation. Your pupils will need a clear idea of the aims of the visit and must have specific things to do, see or note.



From A Teacher's Guide to Using Listed Buildings, English Heritage.

A major part of studying place is the influence of human behaviour on the natural characteristics of a locality, and how it contributes to the personality of a place, as well as how the natural environment influences human behaviour in that locality. In studying places, and the interaction between place and human activity, pupils should be encouraged to ask questions. By using a set of carefully structured key questions as a starting point pupils will be able to pose their own questions at a particular site.

Geography site work at the Rollright Stones, Oxfordshire.

Change in the historic environment

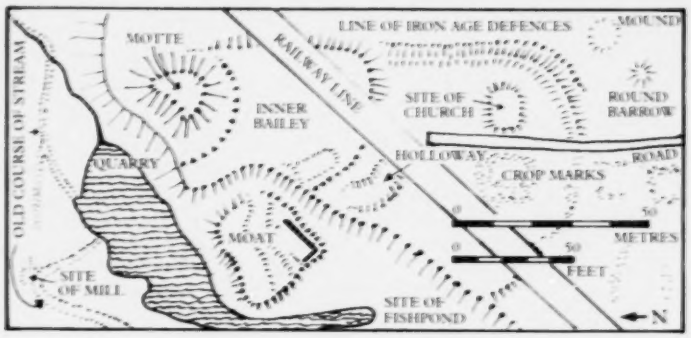
The survival of each succeeding landscape depends on a number of factors, including the type of material being used to build the structures and the rate of agricultural, industrial and urban change. At any particular place, some structures from the past are likely still to be in use, though not necessarily for their original purpose. More recent structures might encapsulate some of the fabric of an older building. Many buildings and structures will have disappeared from above the surface of the land altogether and the only traces we will find will be below the ground or by studying old maps, aerial photographs or other documentary evidence. Many of those sites which now leave few traces on the surface will have been destroyed only in the very recent past as more intensive agriculture and urban expansion have made an impact on the landscape.

ACTIVITY

Pupils could be asked to survey a small section of one of the streets of Rochester, or any other historic town, to identify evidence of the past that remains today.

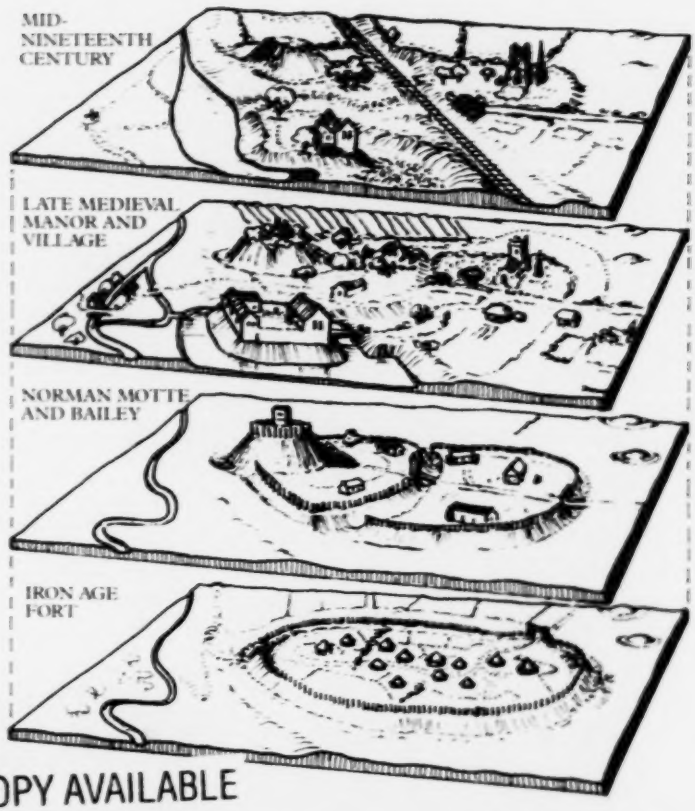
- Ask pupils to look for changes in the use of buildings: old shopsigns painted high on walls often give a clue here. Additions and alterations to buildings resulting from change of use can be noted.
- Open spaces in a built up area may reflect a past event or past use; for example an old market area no longer used and turned into a car park, or a small garden on the site of a building destroyed during the Second World War.
- Street names are also a fertile source of information. These details may be recorded in a set of annotated photographs or a slide sequence with accompanying commentary.
- The position of the noted buildings or areas may be marked on a street plan of the area, in varying degrees of detail. For instance buildings or remains from different periods or buildings of differing use - domestic, industrial, commercial - may be noted in different colours.

From A Teacher's Guide to Geography and the Historic Environment, English Heritage.



The two-dimensional landscape.

– The horizontal dimension.



– The vertical dimension.

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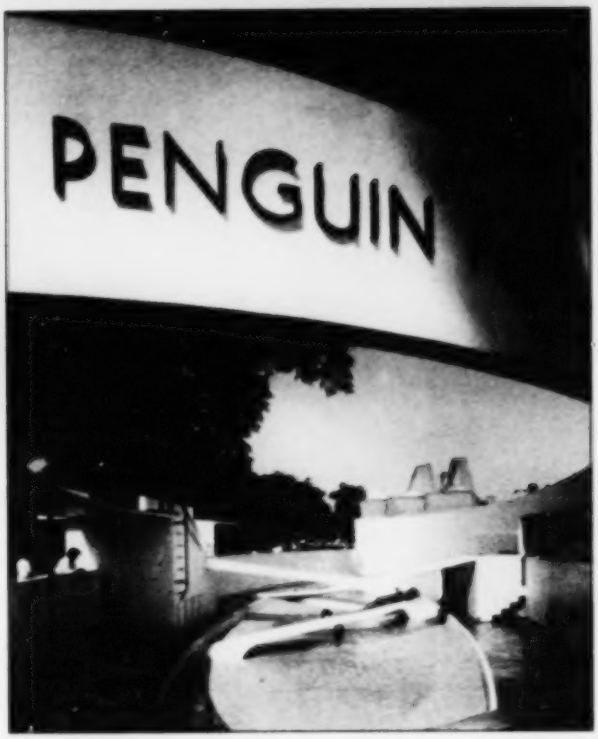
The historic landscape has two dimensions. This diagram shows the relationship between the vertical element of the landscape as it changed over time, and the horizontal aspect which shows the shape of the whole landscape at one particular time, either in the past or present.

Wroxeter Roman City, Shropshire. Many of the now upstanding remains have been excavated and conserved.



The Penguin Pool at London Zoo, designed by Lubetkin in 1933-4 uses reinforced concrete and is a Grade I listed building.

What is conservation?

The conservation of the historic environment raises complex issues. In the case of historic buildings the options may include preserving a building in the state in which it was found, recycling or adapting a building for new uses, restoring a building to its original state using traditional or modern techniques, or substantial rebuilding. Conservation can even encompass the detailed recording of a building before it is demolished, or the placing of a plaque on the site of the demolished building. All of these processes can be appropriate in certain circumstances, but argument arises over specific cases and over where the emphasis of long-term policies should lie.

What are scheduled ancient monuments?

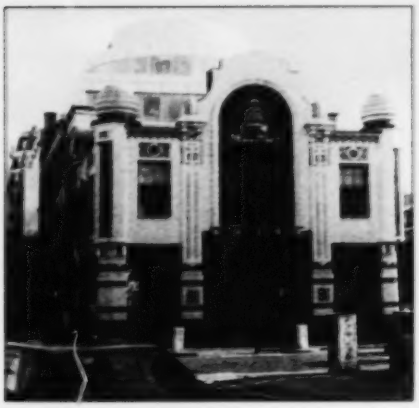
Ancient monuments which are considered to be of national importance may be 'scheduled' and given legal protection. Once a monument is scheduled no works which are likely to affect or damage it may be carried out without government consent. For example farmers have responsibility for any scheduled monument on their land and will have to apply for consent to change its cultivation from pasture to arable use.
Among our scheduled monuments are stone circles, Roman forts and towns, earthworks as well as substantial ruined buildings like castles and abbeys. They range from the oldest, palaeolithic cave sites in Derbyshire, to the most recent, pill boxes from the Second World War. In all there are currently about 15,600 scheduled monuments in England and Wales.

Avebury stone Circles, Wiltshire. An example of the conflict between transport needs and conservation.

What are listed buildings?

Historic buildings thought worthy of protection on the grounds of special architectural or historic interest are catalogued on a list and known as listed buildings. There are about 500,000 listed buildings in England.
They may not be demolished, altered or extended in a way which affects their character without the consent of the local planning authority.

Listed buildings are usually in current use and the majority are private houses. The term actually applies to anything that has been constructed, so lampposts (including those outside No. 10 Downing Street), garden walls, sundials, bridges, bandstands, canal locks and even some tombstones are included.



Michelin House, Fulham, London.

Conservation areas

Where an area is of special historic or architectural interest local authorities have powers to designate conservation areas. There are about 7,500 conservation areas in the UK today ranging from the historic centres of towns and cities to Victorian suburbs and 1920s model housing estates. They contain a large percentage of listed buildings but need not be centred on them. A conservation area might be designated to protect a village green, an historic street pattern or features of archaeological interest. Consent is required before any building in a conservation area is demolished and there are restrictions on the kinds of development which may take place within them.

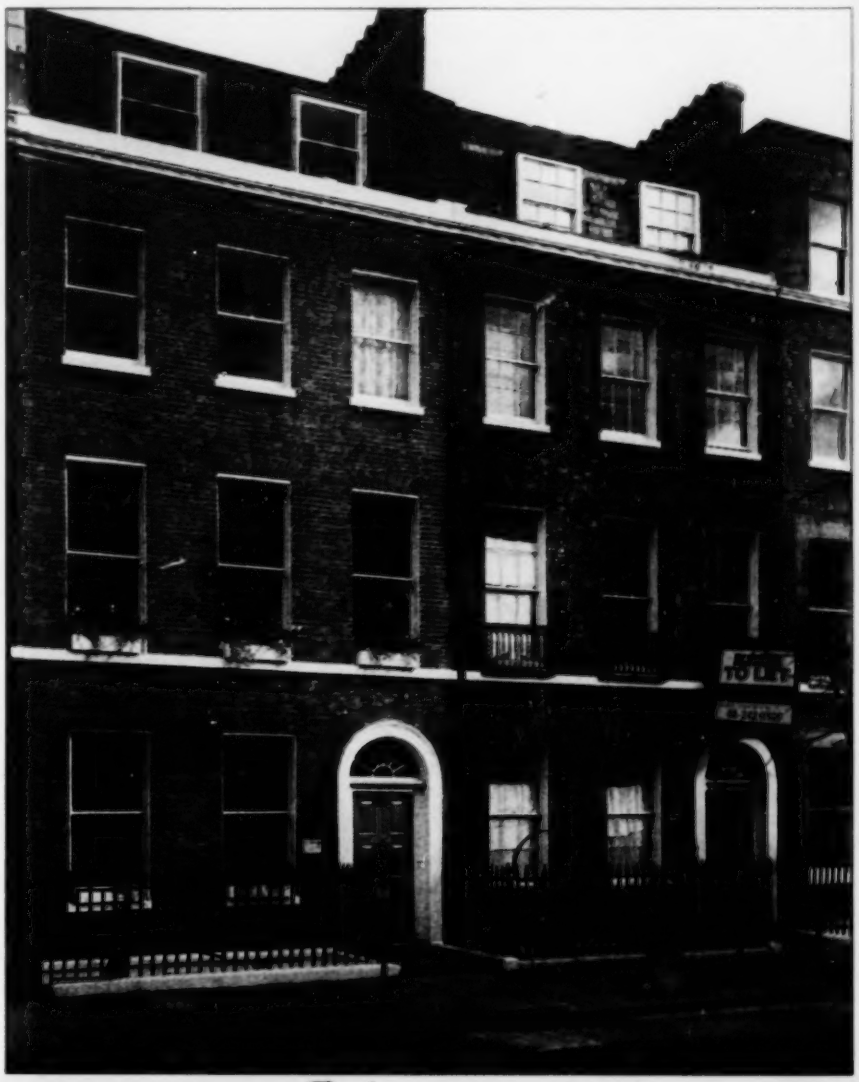
Using Historic Buildings

Local historic buildings make an excellent study for schools. They link the present, past and future, and fall within the first-hand experience of pupils. As every locality has buildings, this study can be rooted in the pupils' own environment, involving them in the history of their own areas and decisions which affect their own futures. The subject is flexible enough to interest an eight-year-old or stretch an eighteen-year-old. It is genuinely cross-curricular, involving pupils in both practical and theoretical work, getting them out of the classroom and into the community. It is a topic with which pupils may become heavily involved and it can stimulate vehement discussion. It is a direct and tangible route to preparing pupils for citizenship. And, most importantly, it is a fieldwork topic that is cheap and accessible: almost every school will have listed buildings within walking distance.

How to involve pupils in the issues

- Ask pupils to note which buildings they find interesting and to say why. This can be compared with the buildings they remembered for their mental maps.
- Ask pupils to note which buildings are the oldest. What are the common features that identify old buildings (styles, materials, size, etc.)?
- Ask pupils to identify new buildings which are decorated to look old. Look for fake leaded windows, new coach lamps, half timbered integral garages, neo-Georgian bow windows, Tudor lettering and spelling etc.
- Ask pupils to look for changes to buildings. Identify replacement windows, extensions, blocked doors and windows, new roofing etc. This approach can be followed by discussion as to why people want these changes.
- Ask pupils to look for clues that tell them something about the owners or occupiers of the building. Are they rich/poor, young/old? What interests do they have? What do names tell us? Is the business prosperous or not? What image is being projected?
- Ask pupils to note building materials. This can be followed up with questions about which materials are local, are natural or artificial, are used for old or new buildings.

BELOW: Doughty Street, London. Listed buildings in use as professional offices.



The Hoover Building, Perivale (1931).

Canning Street conservation area, Liverpool.

Audley End House, Essex.

ACTIVITY

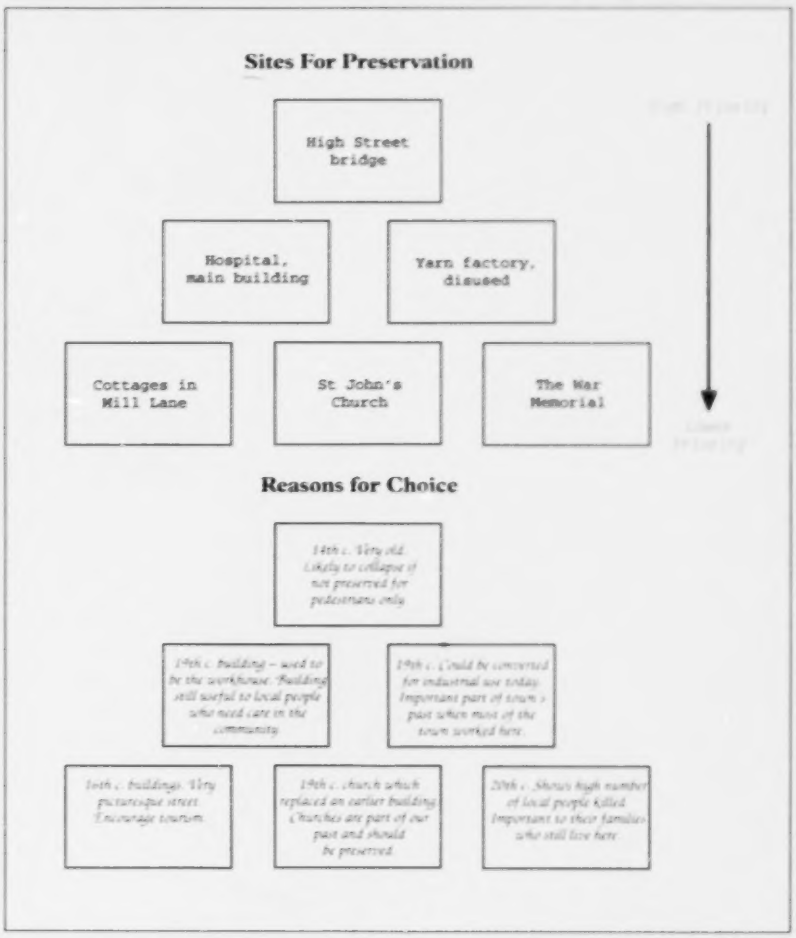
Ask pupils, working in pairs, to choose six buildings, structures or landscapes in the local area that they consider should be preserved for future generations. This may be done by visiting possible sites and drawing/photographing them, or it may be done by using visual and documentary sources in the classroom. Write the name of each building or structure on a separate postcard. (Each group will need six postcards).

For each building or site pupils should explain the reasons on which they based their decisions. They should then be asked to prioritise their choices one to six. For instance, pupils may consider

- whether age in itself makes something worth preserving. If so, how old would the structure need to be?
- should places be preserved because they look picturesque, or are industrial sites equally worth preserving?
- whether the whole range of society and its activities is represented in the places chosen for preservation.
- whether the needs of preservation should outweigh the needs of society for transport, industrial and leisure development for the future.

Each pair should then compare lists with another pair of pupils.

- Were the same buildings chosen?.


Sites For Preservation
High Street bridge
Hospital, main building
Yarn factory, disused
Cottages in Mill Lane
St John's Church
The War Memorial
Reasons for Choice
14th c. Very old. Likely to collapse if not preserved for pedestrians only
19th c. building – used to be the workhouse. Building still useful to local people who need care in the community
19th c. Could be converted for industrial use today. Important part of town's past when most of the town worked here.
16th c. buildings. Very picturesque street. Encourage tourism.
19th c. church which replaced an earlier building. Churches are part of our past and should be preserved.
20th c. Shows high number of local people killed. Important to their families who still live here.

- Were the reasons for choices similar?
- Was the order of priority the same? If not, why did it differ? Were different reasons given more importance?

Ask each group of four to negotiate a list of only three buildings to be preserved with reasons. If this list is reported back to the whole class a picture should emerge of the similarities and differences of opinion over what is worth preserving and why. If only one of the buildings could be preserved, on what basis would the groups/class make this decision? At the end of this activity your pupils should be more aware of the different criteria for preservation of the historic environment, the differences in opinion that can affect decisions on preservation, and the possibilities of conflict between different criteria.

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The National Curriculum recommends visits to historic sites, whether they are local buildings near your school or national monuments such as those managed by English Heritage.

If you make an educational group visit to any English Heritage Historic Property our free educational visits scheme offers an ideal opportunity to include visits in your programmes of work. Almost every aspect of the curriculum can be explored through the resource of the historic environment - not only for the study of history but for any other subject. There are lots of stimulating ideas on the following pages to help you, including activities taken from some of our National Curriculum Teacher's Guides. To find out more about them send for a free copy of our **Resources** catalogue.

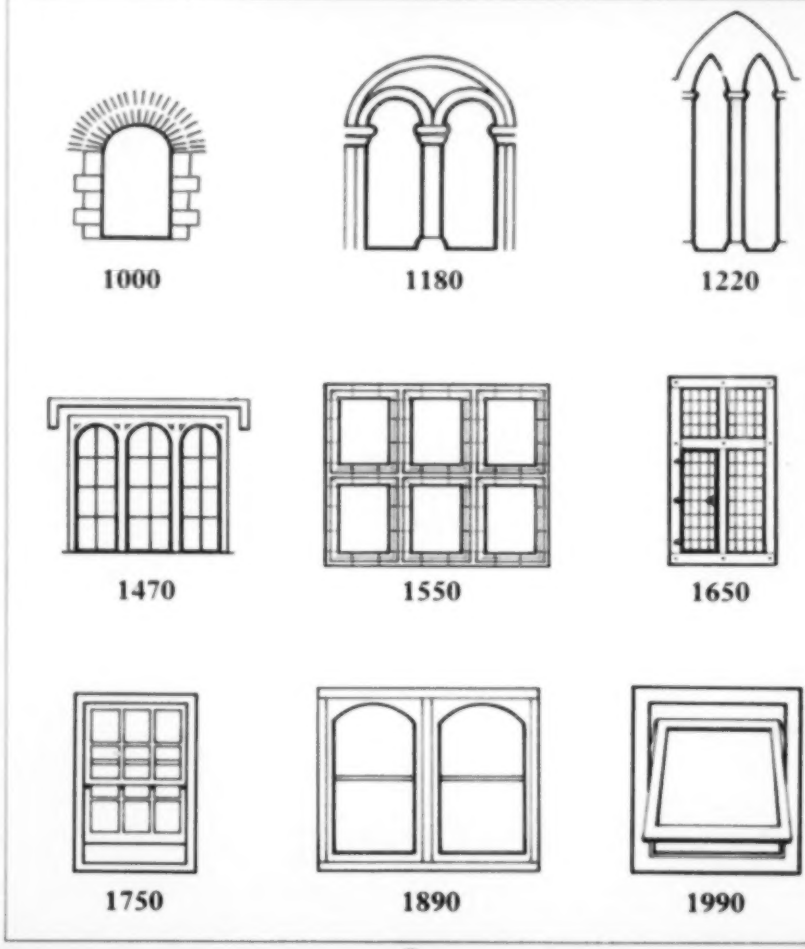
History

Activities in which pupils identify changes and place them in sequences can help them develop an understanding of the concepts of change and continuity. They may, for example, examine repairs and alterations to buildings or the changing use of the site at the different times. This can lead on to a consideration of the reasons for such changes, perhaps using additional information, or the causes and consequences of events in the site's history.

Work at a site will involve the use of evidence about the past. Pupils can draw their own conclusions from the clues they find and, perhaps, consider the advantages and limitations of physical remains as sources of historical evidence. Other types of historical sources such as maps, pictures, written accounts from the time and extracts from guidebooks can be used to help build up a fuller picture. Pupils can compare these additional sources with what they have seen during their visit to test the reliability of the sources or the accuracy of their own conclusions.

Encourage your class to see if modern presentation or conservation techniques interfere with their own interpretation of the site. Does modern lighting or heating give a misleading message, or do safety barriers or furniture which is arranged to facilitate a visitor route give a wrong image? Many larger sites have artist's impressions of how they looked in their heyday: ask pupils to look closely to see how much has been based on what remains of the site, and how much is artistic licence and therefore an interpretation which is open to question.

The refectory at Rievaulx Abbey, North Yorkshire with an impression of how it looked by the artist, Alan Sorrell. How much is based on the evidence left by the site and how much on the artist's informed imagination?



Individual features, like window shapes, can help to date buildings or identify alterations.

English

Historic sites are a new and unfamiliar environment to most pupils where the need to listen to and follow instructions is important, and where there are opportunities for extending vocabulary. They are also good places for group work which promotes a high degree of verbal interaction and synthesis of ideas.

Sites are useful stimuli for both formal and creative writing, but it is best to confine pupils to collecting notes or even just words on site, and leaving the polishing until later. A well-defined framework produces the best results. For example, if you want your class to produce an illustrated guide or a commentary to accompany a slide or video presentation, make clear who the audience is, how this will dictate vocabulary and complexity of concepts, and exactly how long the finished product must be. Similarly, for creative writing, a constraint on number of lines or even words can result in more precise and imaginative work. Your pupils can express their individual impression of the site, or they can devise a story based upon a real or fictional account which took place in a particular spot or time in the site's history.

Role play and simple dramatic improvisations during the visit can result in the planning, writing and performance of a short play. Topics, such as the facilities available for the general public at the site or the effects of tourism on the monument, could provide opportunities for discussion or debate and is a useful topic for oral assessment.

Geography

Skills developed during fieldwork on site might include using photographs, plans, sections and maps to aid understanding. Pupils in KS3 and KS4 can be given tasks which involve surveying and the construction of plans, cross-sections or composite maps. At all Key Stages pupils should be given experience in the use of compasses and compass directions both on site and before the visit. On site groups may use questionnaires, make field sketches, measure or gather information to use later in graphs and charts.

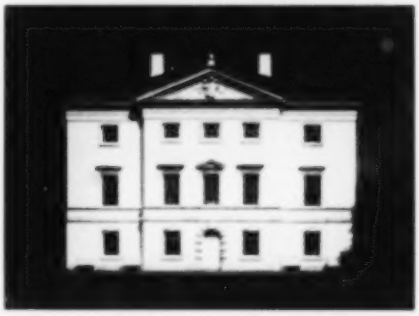
Your class might conduct research into the importance of a site to the local economy after having made a survey of the impact of tourism on the buildings and their immediate environment.

Mathematics

A variety of mathematical techniques can be practised on site, such as measuring the height of walls, the volume of towers, the ground area of rooms or the percentage of wall area taken up by windows. Precise measurements need to be taken if you want to construct three-dimensional models.

Studying floor tiles can lead to work on tessellation, examining the lines of sight from arrow slits in castles involves a study of angles and trajectories, and observation of facades focuses upon symmetry.

Any data collected will need recording, processing and presenting.



The symmetrical facade of Marble Hill House in London. Some of the individual features have more than one axis of symmetry.

Science

Opportunities for work in science include a wide range of investigations into building materials, the effects of weathering and pollution, the forces involved in supporting a massive wall, or into human influences on the natural environment. Sites often have several undisturbed areas rich in flora and the walls of many old buildings have become host to a variety of life forms.

Pupils can test what happens to sound in different spaces possibly with a view to discovering a likely spot for musicians to perform. Groups involved in a photographic exercise might need to measure light levels, calculate correct exposures and consider the use of filters for making photographs of different parts of the site.

Recording contents of a square.

Design and Technology

The technology curriculum requires an exploration of a variety of materials, artefacts and systems. An historic site provides an ideal opportunity for pupils to experience the technology of other times, and they will be exposed to aesthetic and cultural considerations which affect design. They can think about the construction of tall walls and arches and return to school to test the forces involved and the solutions employed by builders now and then. Pupils will need to be aware that in the past and in other cultures problems such as light, sanitation and water supply were addressed in different ways. On site they may look for evidence of the design of heating and water systems.

Opportunities for design might include guidebooks, information leaflets and posters advertising the site or an event in the grounds. Pupils can be involved in designing costumes, scenery and programmes for a play, or designing fabrics inspired by features observed at the site. A project involving the design of a new visitor centre, information signs or a play area can involve pupils in work covering all Attainment Targets. Similarly follow-up activities might centre upon period food, the planning, preparation and evaluation of which would provide ample opportunity for developing and using artefacts and systems as well as working with materials.

Methods of cooking food were different in other times. From Goodrich Castle, A Teacher's Handbook, English Heritage.

Art

Sites are a safe and stimulating place for pupils to draw from first hand experience or take photographs for photomontage work.

It is easiest to use dry materials, like chalks, charcoal, pencils and crayons but the effect can be varied by using different colours and qualities of paper. Younger pupils can use a hand lens or a viewfinder to focus in on their subject or they can experiment with simple perspectives by drawing a dramatic feature from different angles or distances.

KS2 and KS3 pupils can concentrate on shapes by drawing, in silhouette if they wish, different parts of the site which could be put together at school to form a diorama. They can find examples of repetition sequence and symmetry in patterns of stonework or carving and discuss the colours they see in terms of tones, warmth, coolness and complementary qualities.

Pupils might be asked to sketch or photograph an image on site which they feel best reflects the atmosphere of the place. They can refine this into a poster using a different medium or printing technique.

Ben Barnes

Thick felt tips or wax crayons will help pupils produce bold drawings.

Music

Sites provide a historical context for the study of music: pupils can find out about the type of music that might have been played at the site in the past, and listen to it in situ. Alternatively they can use the grounds or buildings to inspire their own work. This can be based on sound pictures of the site or on the pattern of the day followed there by a former inhabitant, or you might ask pupils to create sounds and rhythms to accompany a video of the site.

Modern Languages

Written exercises from a visit might include a slide or video commentary for foreign tourists, a postcard home from a foreign visitor to the site or the preparation of a foreign language version of an information leaflet about the site.

Vocabulary can be extended by devising signboards which give practical information for foreign visitors, or by labelling sketches of the site in another language. If you visit a popular site there may well be a foreign language tape commentary which your class can use instead of the English version, perhaps also using it to help them write an account of the visit to a pen-friend. A discussion of what pupils found out about the site and its history could form the basis for an oral assessment.

Religious Education

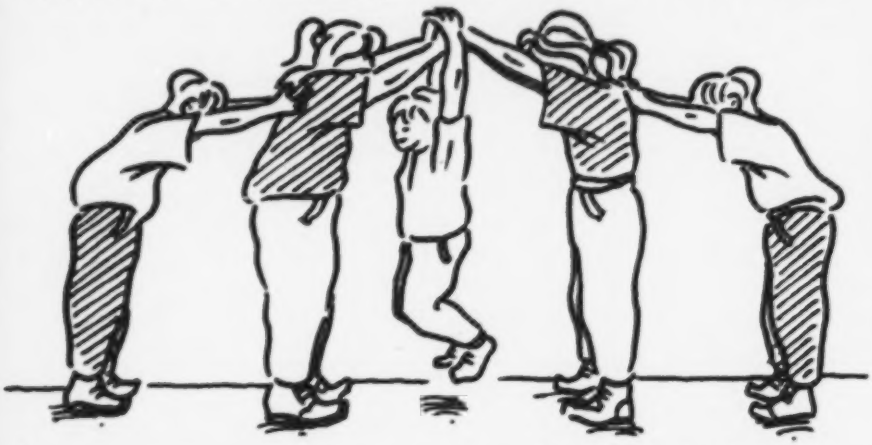
A study of a building with direct religious links like an abbey, reflects both the spiritual and the wide practical interpretation of Christianity in medieval times. Even secular buildings like castles or historic houses often had

At Dover Castle, Kent, the chapel has especially fine decorative details.

a private chapel, usually distinguishable because of the fine decorative detail. This provides a good starting point for research and discussion on the role of religion in everyday life in former times, leading into a comparison with present attitudes.

PE

Research into entertainment which might have taken place on a site can lead to work on dance movement and the performance of period dances. Pupils can also use their bodies to experience the forces that act on buildings.



For example, by making arch shapes in pairs with their arms, and asking another pupil to pull down on the centre, pupils can feel where the pressure exerted by the weight on an archway is most felt. By getting others to add their weight on either side, the function of buttresses can be appreciated.

Cross-Curricular Themes

Personal and Social Education

Often the most efficient way of covering as many aspects of a site as possible is by groupwork, which promotes social skills and encourages individual responsibility. Discussion on preservation of sites and related conservation issues opens up the concept of responsibility for their environment which pupils will later exercise as adults.

Multi-Cultural Education

Many sites are excellent places to demonstrate that culture in England is an amalgam of many cultural influences, from Norman castles to Greek architecture. In furnished houses in particular it is hard to enter a room without coming across items and ideas from other cultures.

The skills used in effective sitework need not rely on advanced reading or writing ability. Information can be recorded by drawings, photographs, video or tapes which enable pupils for whom English is not the first language, to have an opportunity to undertake and satisfactorily complete sitework.

Careers Education and Guidance

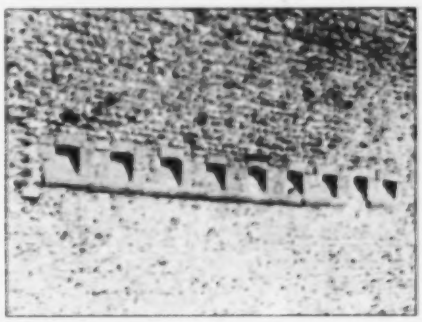
There are many different careers involved in looking after historic sites and presenting them to the public. Pupils might make a list of the different types of work involved and research what body of knowledge or personal and academic qualifications are needed to undertake them.

Gender Issues

If you embark on drama or role play with mixed classes at historic sites keep a check on who is playing the exciting active roles and who the passive ones. If the purpose of role play is to develop empathy for people with whose times your pupils are unfamiliar, there is no reason why boys always have to take on male roles and girls female ones. Recent studies have shown that key business roles were played by woman in medieval and merchant families, and Victorian women, who were often forced into particular domestic roles, had considerable management responsibility either as the lady of the house or as a housekeeper.

Health Education

Some sites can provide a historical context to work on personal hygiene through a study of sanitation and the provision of heated or running water.



The latrine chutes at Portchester Castle, Hampshire.

Environmental Education

Pupils can look for measures taken to conserve the site, and discuss if they are sufficient or are too intrusive. Do they interfere with visitor enjoyment or are they justified in order to protect the site?

Environmental studies at Hailes Abbey, Gloucestershire.

First of all, decide why you want to make a site visit. What are your aims? Which National Curriculum subjects are you covering and which Attainment Targets do you hope to meet?

Preparing yourself

Choose the site, preferably one near your school. If it is an English Heritage site book a free visit and an exploratory visit for yourself. When you book a free site visit you will be given information about the facilities available for educational groups. Many of our sites have a free information leaflet especially prepared for teachers. Visit the site, study the guide book and if there's a **Handbook for Teachers** read that, as we have tried to include information and ideas in an easily digestible form. Decide on what topics you are going to concentrate on and what preparation is necessary for you and your pupils.

Preparing your pupils

Decide what you are going to tell them before the visit and what you are going to let them discover at the site. You might, for instance, talk about life in a castle at school, but leave the pupils to discover about attack and defence at the site by setting a problem-solving exercise during the visit.

No one visit is going to cover everything. Be selective in your aims and stick with them.

Information

What information do you want to get across? First you need to decide where the visit will fit in the sequence of your planned activities. Is it to be an introduction, a climax or the central part of your work? The latter will allow you to prepare the pupils so that important features do not escape their notice and still leave time for you to capitalise on their heightened interest when you are back in the classroom.

Skills

Have you taught your class the necessary skills?The visual skills required on a site visit are often taken for granted but these need teaching just as much as do literary ones. Do not wait until you are at the site.

A site visit might call upon following skills:

- observation and recording
- comparison and deduction
- reading, writing and comprehension
- measuring and estimating
- map and plan reading
- number and scientific skills
- social skills, sharing and communicating.

Ideas

Working from the physical evidence of a site visit, it is possible for quite young pupils to grasp some difficult concepts. The idea of historical evidence can be introduced. How do we know about the past? What are the different types of evidence and what does each offer? A sense of chronology can be encouraged even if, at first, it is only an understanding of long ago/more recent.

An aesthetic sense can be encouraged. Our sites can generally be touched and texture, colour and form discussed. The sites can be used to stimulate the imagination and develop the ability to empathise with people in other situations.

The concept of change and continuity can be introduced. Which human needs reflected in buildings are likely to remain unchanged over time? How might the buildings change? Ask pupils to imagine their classroom after 100 years' neglect. What would remain? What might happen to everything else?

Introduce your pupils to the idea of observation - to understand monuments and buildings you need to think and record like a detective.

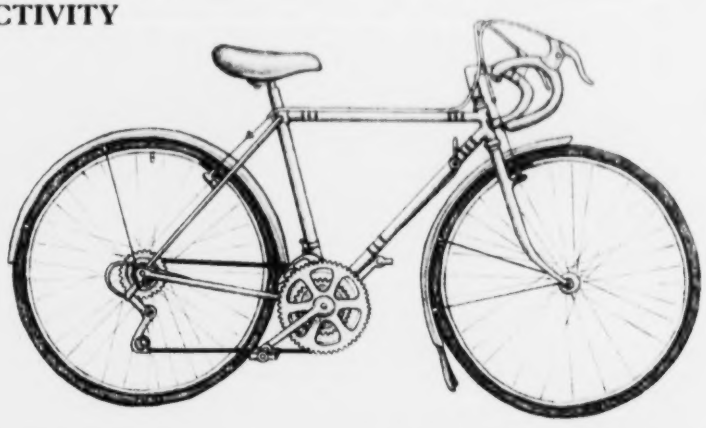
Adult helpers

You may decide to bring some additional adults with you on the day. On visits to English Heritage sites we require at least one adult to fifteen pupils. They will need to be prepared in advance especially if they are not professional teachers. Tell them what you expect of them. Will they be working with a small group? Will they be expected to impose 'control'? Show them the work that is expected of the pupils and suggest that they merely hint at answers and provide ideas, leaving the pupils to do the work.

Types of visit to be cautious about

Be cautious of the 'general visit' where the intention is to follow up interest that

ACTIVITY



The visual skills required on site visits are often taken for granted but these need teaching just as much as do literary ones. Do not wait until you are on site. Practise close observation in the classroom.

Place an object in front of pupils for a given period of time. Cover it and ask pupils to draw it from memory. Allow them time to look at the object again to correct and add to their sketch. Repeat this several times. This exercise shows how time and concentration can reveal information which is not absorbed at first glance.

may develop. Think carefully about the purely social visit too. Pupils will often enjoy the visit more and learn to co-operate and communicate better if they have been given a structured activity.

Looking at plans

Using ground or floor plans at a site is very helpful, as they give a good overview of the place and you can see at a glance the size of each and its relationship to the whole. Introduced your pupils to plans by asking them to draw their worktop, preferably to size and including whatever is lying on it. Then in pairs or groups ask them to draw a plan of the classroom and its furniture, marking on doors and windows.

Comparison and deduction

Pupils can get a great deal of satisfaction from finding out information themselves as opposed to passively receiving facts and figures from an outside source. Practise on familiar territory by getting them to conduct a survey to find the relative status of the different rooms at school. By drawing up a list of relevant features and award ing each room marks out of ten they will be able to identify the most prestigious room. SEE BELOW

ACTIVITY

Chair - complete, machine-made, comfortable (adjusts to weight). Useful, with clean unfussy design. Expensive but not valuable.

Back
42x24 cm. Goes in at front when pressed, like foam, but hard at back and sides.

Seat
46x36 cm. Metal frame, curves down in middle and is padded. Welded to frame at front and fixed with three screws each side underneath.

Arm
Rigid, feels like wood underneath. Shaped to metal underneath and fixed with three screws.

Dull, black plastic covering, shiny where worn. Feels soft, non-slip

Frame
Shiny, cold metal frame (sounds hollow). Ends covered with conical caps. Bent at right angles to make seat shape.

Does your class know how to record what they see? Choosing the salient features requires quite sophisticated powers of categorisation and a precise vocabulary. Try to get the class to understand that naming something alone is not sufficient in itself; labels can also show materials, size, methods of construction and state of repair.

Practice by drawing some classroom objects and labelling them.

THE SCHOOL

Room	Heat	Light	Space	Floor	Decor	Walls	Furniture	
Head	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	21
Staffroom	✓✓✓	✓✓✓	✓✓	✓✓✓	✓✓	✓✓✓	✓✓	18
Classroom	✓✓✓	✓✓✓	✓	✓	✓✓	✓	✓	12
Kitchen	✓	✓✓✓	✓✓✓	✓				8
Boiler House	✓✓✓	✓	✓	✓		✓		7
Cloak room	✓	✓		✓		✓		4
Corridor	✓	✓				✓		3
Caretaker	✓	✓				✓		3

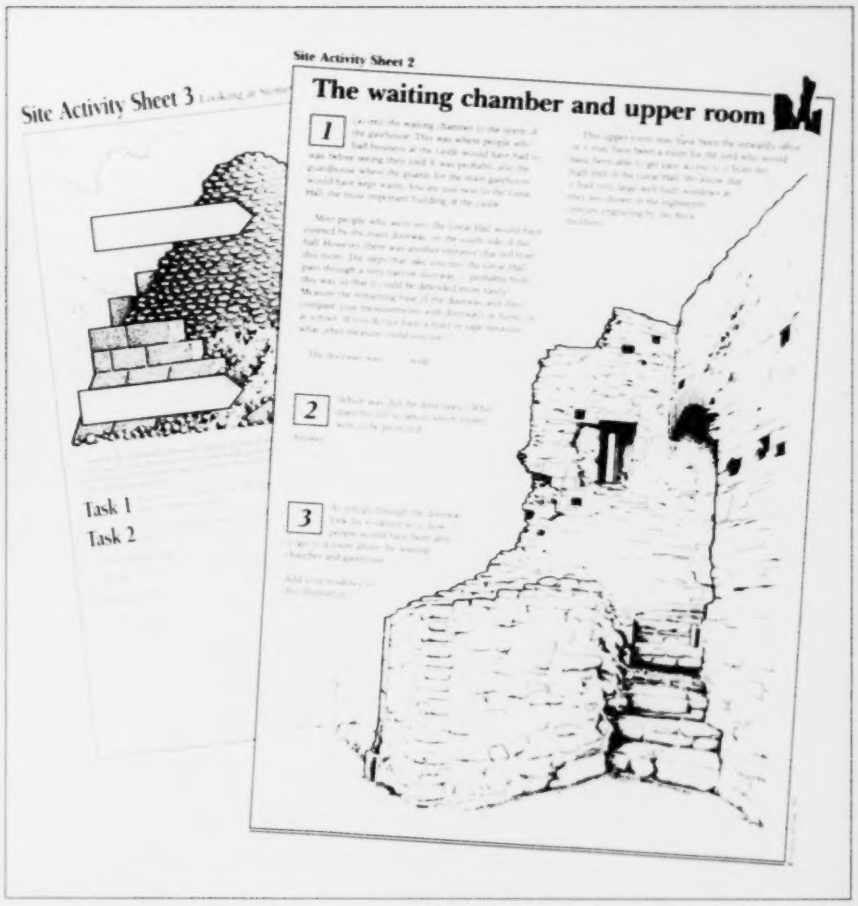
✓✓✓ lots or excellent
✓✓ a lot or good
✓ a little or fairly good
0 = poor or nothing

Order of importance
Head
Staffroom
Classroom
Kitchen
Boiler house
Cloak room
Corridor
Caretaker

Whether you are going to study an ancient monument such as an English Heritage site or your own high street you will need to make practical arrangements and decide what educational activities you are going to organise there.

Things to look for at the site

- **Education Centre** - if there is an Education Centre visit it and examine the facilities. Plan how you might make use of them.
- **Lavatories** - many historic sites have no sanitation. What arrangements are you going to make?
- **Lunch** - many sites do not have cafes nearby. Decide on the provision you are going to make.
- **Educational resources** - Handbook for Teachers, information leaflets, guide books, slides, videos - what useful materials are available?
- **Vantage points** - if you plan a guided tour, what are the safest and most convenient vantage points?
- **Equipment** - do you need to bring cameras, tape-recorders and other equipment?
- **Shop** - is there a shop and are you going to allow time for pupils to buy postcards etc?
- **Special needs** - are there going to be any problems of access, for example?
- **Parking** - will you have to allow time for getting from coach to site?
- **Clothing** - what type of clothes should the pupils wear? Will they need waterproofs and wellingtons?



Activity sheets from Okehampton Castle and Old Sarum Handbooks for Teachers, English Heritage.

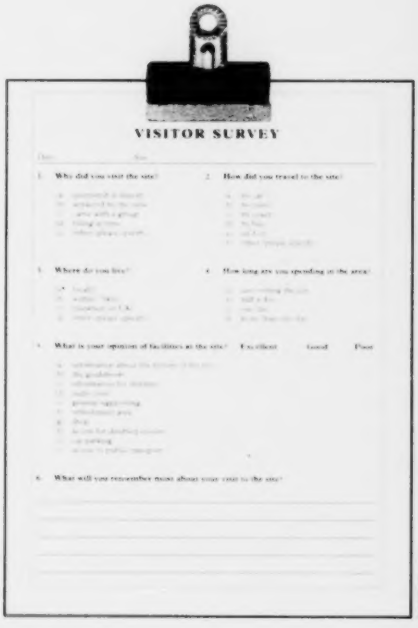
Activity Sheets

The test of a good activity sheet is whether it acts as an aid to observation. If you could answer it with your back to the site then it has been badly constructed. Are the answers useful? Questions that ask pupils to count things are generally less useful then the type that asks, for example, how something was made and require deduction from observation.

Some of the best activity sheets are the ones designed by teachers for their own classes, especially those which have been adapted and improved with use.

Drawing

Good activity sheets will include a high proportion of drawing and this can be used as an activity in itself. It is an excellent way to learn about the material world. Understanding of construction comes through the careful observation that drawing demands. It slows pupils down and helps them learn to use their eyes.



A questionnaire, devised to suit the particular site, will provide pupils with information about visitors and their impressions of the site.

BEST COPY AVAILABLE

From A Teacher's Guide to Geography and the Historic Environment, English Heritage.

Studying the natural environment

Make use of the educational potential of the landscape surrounding the site. Look at the buildings in their setting to see how each influenced the other. To integrate a visit into the curriculum devise scientific studies. Study the flora and fauna, make bark rubbings, compare the differing habitats of various trees and use a clinometer to calculate their height.

Remember to follow the Countryside Code.

Problem-solving and role-play

An alternative to activity sheets is to set up a more open-ended activity. Give the pupils a problem in the past, for example *'You are the warden of this castle. You have been warned of an attack. Decide where the castle's weakest points are and what men, weapons and supplies you need to defend it'* or in the present, for example *'You have been asked by a travel firm to prepare a trail for tourists round this site. The visitors will only be able to stay for 3/4 hour. What route will you recommend and what information will you provide?'* In both cases pupils will be expected to research and record their findings. Allow plenty of time for discussion.

Living history

This is more ambitious than role-play. Pupils could have made their own costumes before the visit, for example Roman tunic or Norman armour. Alternatively they could wear something that symbolised the period, for example medieval headdress or sixteenth century ruff. The site could then be used to re-enact one of the events from its history. The drama could be written and rehearsed beforehand or situations could be improvised on the spot. Either way will require considerable thought and preparation on the part of the teacher.

SAFETY

Remember that many ancient monuments can be dangerous, and whilst every effort has been made to protect visitors from unsuspected hazards, it is not possible to make a ruined castle or abbey as safe as a modern building. Teachers must stress this to pupils before the visit, and ensure that they are closely supervised at all times while on site. Check with your Local Education Authority about insurance and Health and Safety requirements.

ENGLISH HERITAGE EDUCATION CENTRES

Wherever possible English Heritage Education Service is setting up Education Centres at its sites for use by visiting groups.

What's in an Education Centre?

■ **Practical equipment**
At some sites the Centres are provided with equipment appropriate for practical on-site activities. There may be tapes for making measured drawings and binoculars for close observation. Centres usually have clip boards that can be borrowed.

■ **Primary sources**
Some Centres are equipped with a variety of primary sources. These may be maps or plans, documents archive photographs or old engravings. Some Centres also have a range of books to help teachers with their planning.

■ **Projectors, slides and videos**
Some Centres have a slide projector and sets of appropriate slides are being built up. You may also use projectors to show your own slides. Most Centres have a video and monitor and a range of video tapes.

■ **Handling material**
Some sites have small collections of archaeological or historic materials or replicas for groups to handle. For examples, at Kenilworth Castle there are a series of model room sets with costumed figures and at Wroxeter a collection of archaeological finds. Osborne House has Victorian toys for pupils to play with and replica costumes that can be tried on.

Using an Education Centre
Look at the Education Centre when you make your preliminary visit to the site. Examine the materials available and assess their value to your class and the curriculum aims of your visit. Will any preparation be required?

A simple idea is to use the Centre as a place to gather children to remind them of preparatory work done in class and set tasks for the visit. Then, after some work has been done, you might discuss results and problems and reinforcing teaching points in privacy and relative comfort whilst all is still fresh in their minds. Parts of the site could then be revisited to solve problems or answer queries.

A complete list of English Heritage Education Centres is contained in the **Free Educational Visits** leaflet. To obtain a free copy see **How to Find Out More** on the back page of this booklet.

16

Back in school you will want to follow-up in order to reinforce the skills, ideas and information acquired during the visit.

Activity sheets

If you provided an activity sheet go over it and get the pupils to use the information gathered for further work and research.

Written work

Devise a way of making the pupils concentrate on the unique features of the site rather than allowing them to write a straight account of the day of the 'who-I-sat-next-to-on-the-coach' variety. Trying to see the site through the eyes of characters in the past is a valuable approach, for example a prehistoric Briton visiting Stonehenge, or Thomas Cubitt showing Queen Victoria round her new home at Osborne. The work could be tape-recorded and played to the class. Information could be presented in a variety of ways:

- an official report about Charles II at Boscobel House
- a sanitary inspector's report about conditions at one of the forts on Hadrian's Wall
- a newspaper article about Queen Elizabeth I visiting Kenilworth castle.
- a guide for visually- impaired people written or tape-recorded.

Display

Make a display of written work, maps, drawings and photographs to tell other classes about your visit. Develop a classroom museum or exhibition. Make sure that you classify and label the collection. Do let your local museum know about any objects your class may have brought in.

Use measured drawings to make accurate scale models or make costumed figures. Lego can be useful to show how things were constructed.

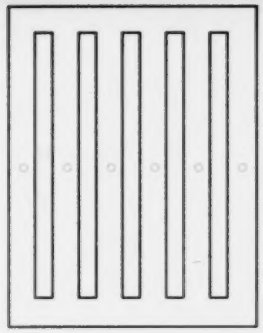
Follow-up work based on a visit to Dover Castle, building a scale model of the Roman pharos.

ACTIVITY — WEAVING

Large upright looms were used for weaving cloth in Roman times. A considerable amount of labour and skill is required to build one of these looms, however it may be possible to incorporate this into a technology project. Drawings showing upright looms are included in 'Textiles' by J P Wild (see Resources).

A simpler approach might be to make a decorative braid. To do this the Romans used a simple heddle. The drawing here is based on a heddle found at the Roman fort of South Shields, near Hadrian's Wall. This heddle, if traced onto and cut out of cardboard (cut out six holes and five slots), can be used for weaving a band with 11 warp threads. These bands were used to decorate other woven textiles, but could also be used, for example, for headbands or belts.

Tie the 11 threads (about 90cm long) to a convenient fixed point (like the leg of a desk). Using a variety of colours of warp threads will give an attractive end result. Thread alternate threads through the slots and holes of the heddle. Now tie the loose ends of the threads to a belt or band round your waist.



This drawing is based on a heddle found at South Shields Roman fort. It can be copied onto card and used for braid weaving.

Starting from the end tied to the desk, weave five or six rows of weft going under one warp thread and over the next. This should have stabilised the weave and you can now use the heddle to speed up the weaving.

Lean back gently to tauten the warp threads. Now lift the heddle to create a gap (the shed) between alternate warp threads and push the weft through the shed. Now push the heddle down to create the opposite shed and again push the weft through. Continue weaving in this way and use a stick or pencil to push the weft threads up against each other.

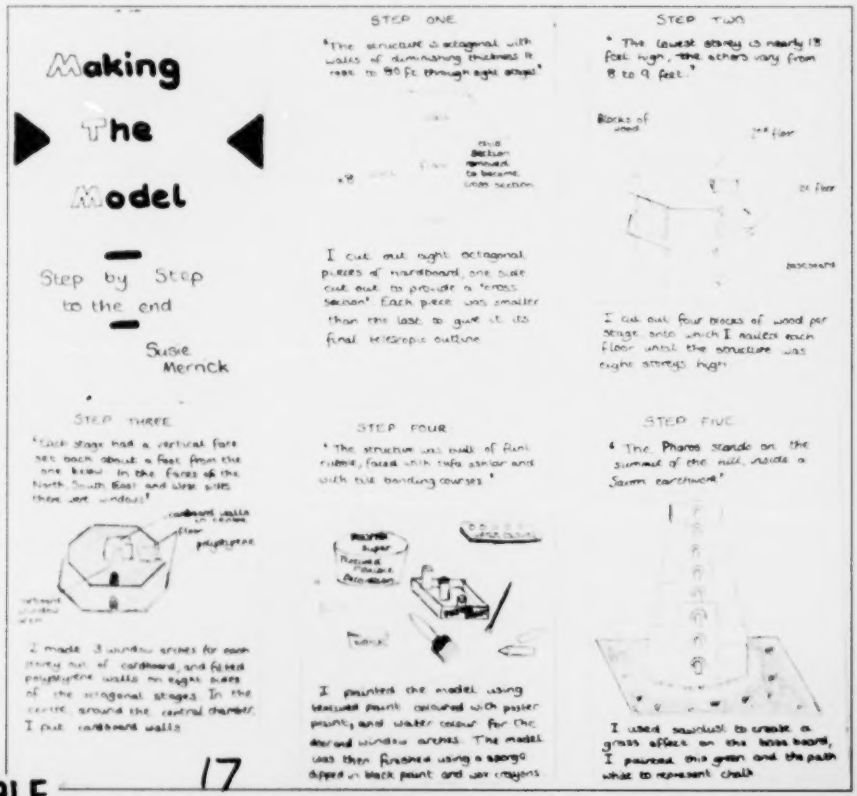
From Lullingstone Roman Villa, A Handbook for Teachers, English Heritage.

Technology

Why not experiment with some crafts of the period? Spinning, dyeing, weaving, making candles and grinding grain can all be tried. As well as being a popular activity cooking can open up many interesting avenues of investigations.

Art activities

Make a frieze or collage, create life size models or print fabric or paper using designs observed on site. The translation of a site sketch into a finished work of art might involve polystyrene prints or linocuts, prints taken from pictures scratched into printing ink on a smooth surface (monoprints), or string prints, paintings using wax-resist and mixed media, coloured pencil, or pastel drawings, rubbings of a textured picture made from corrugated card, string, cloth, etc.



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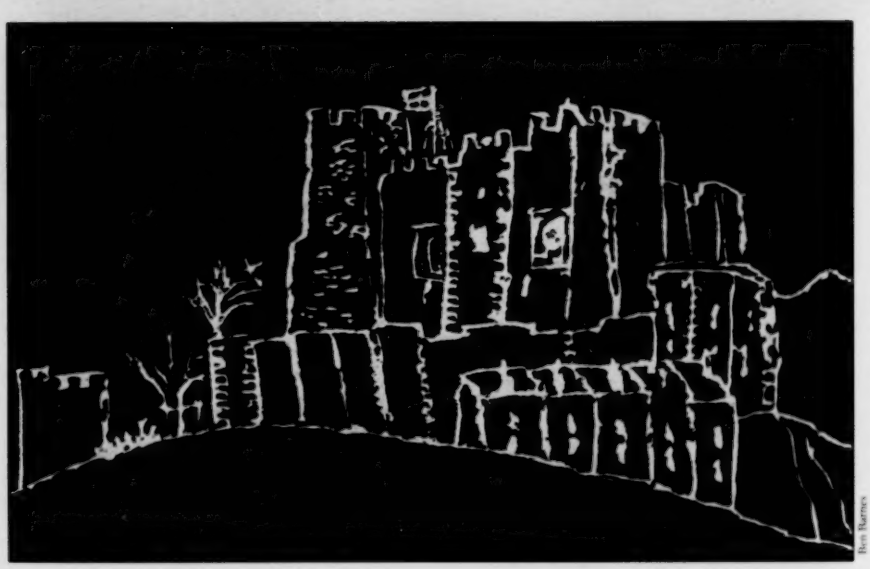


A polystyrene print of Dover Castle

Drama, dance and music

The class could write and act out a play on events at the site. Alternatively they could be asked to role play, for example a flint miner and a metal worker in discussion or a conversation between a Roman soldier and a local person. They could learn dance and songs of the appropriate period.

Audio-visual work

Using slides bought at the site or their own photographs pupils could prepare a tape-slide sequence presentation or if the equipment is available, a video presentation.

Documents

Pupils could examine the primary sources using them for evidence-based deductions or studies in empathy.

On the east side of the gatehouse is a long range of building of two stories built by Sir Anthony Browne, and in it were kept the courts of the manor. It takes the place of a monastic building which also show some Norman work in the outer walls.
Brakspear 1937

The eastern wing of the Gateway is nearly twice the length of the other measuring 70 feet, while the latter does not exceed 37 feet. Only the farther part is of the same date, as both fronts are believed to have been rebuilt by Lord Montague in 1566, when he obtained the Act of Parliament for changing the weekly market from Sunday to Thursday. The ground floor was the Market house; the room above it the Court Hall; and both confirmed in use till the roof probably long neglected - fell in during a great storm on September 28th, 1764.
Powlett 1877

The eastern wing is 70 feet long, and the eastern end with its buttresses and towers appears to be of the same age as the centre; but the walls of both fronts were rebuilt by Lord Montague when he obtained the act for changing the market day. The ground floor was appropriated for the market, and that above for a court hall, for which purposes they were used till the roof fell in on 28th of September, 1794. These walls are of the Elizabethan stile, the windows are square divided into six lights by mullions and a transom. The doorways have plain semicircle arches, whilst those of the fire places are of the Tudor form. It cannot now be ascertained what this wing was previously used for.
Vidler 1841

Documents describing the Courthouse building at Battle Abbey.

Questions to ask about documents

- When was it written?
- How do we know - is it dated or does the account refer to an event which allows us to approximately date the document?
- Who was it written by? Is the document signed? Is it a personal item such as a letter or is it an official, perhaps anonymous document?
- Why was it written? Was the purpose of the piece of writing to record an event, to present a point of view or opinion, or to persuade? Analysis of the vocabulary used can often help to reveal the author's intentions.
- Are there inconsistencies, or gaps, in the document? Comparison with other accounts, or with visual or oral sources may reveal discrepancies or omissions. Discussion is fruitful, especially if pupils are encouraged to consider the writer's possible purpose. How can differing accounts be checked and verified?

Evaluation

Once your work is complete take time to assess its effectiveness. If the pupils enjoyed themselves that is good but could the visit have achieved more?

Go back to the aims you identified when you planned your visit.

- How far have you achieved them?
- What got in the way? Organisational problems? How was your timing?
- Were problems created by the nature of the work?
- Were you too ambitious or could you have given the pupils more to get their teeth into?
- How would you adapt your approach on another occasion?

From an information booklet for teachers about the English Heritage excavation project.

We produce a very wide range of resource material offering practical teaching ideas including books, videos, posters, slide packs and computer software. They all suggest teaching strategies for using the historic environment, examples of which have been shown in this booklet.

Education on Site

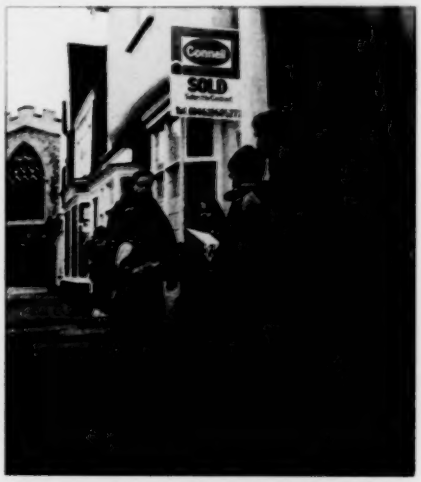
These books are packed with practical exercises and ideas to aid understanding for pupils at all Key Stages as part of programmes of study across many curriculum subjects.

Books currently available in this series include:

- Geography and the Historic Environment
- Maths and the Historic Environment
- Science and the Historic Environment
- History through Role Play
- Learning from Objects
- Newspapers and Conservation
- Storytelling at Historic Sites
- Using Abbeys
- Using Castles
- Using Historic Houses
- Using Listed Buildings
- Using Portraits
- Using School Buildings

Teacher's handbooks

We have produced teacher's handbooks for over 30 of our Historic Properties to help teachers plan a visit. Historical background is combined with a variety of possible study approaches, documentary sources, and photocopiable activity sheets for classroom and on-site work, together with practical information about the site. The activities and ideas in all these books can be adapted for different Key Stages in the National Curriculum.



Videos

Our wide range of videos introduces approaches to using the historic environment, encouraging investigative learning approaches by looking at the physical evidence of the past. Many can be linked to visits to historic sites, either as part of preparation or follow-up. Over forty titles are available and they can all be borrowed by teachers on two weeks free loan.

Teaching on Site

This series of videos relates the use of the historic environment specifically to National Curriculum subjects.

The titles available include:

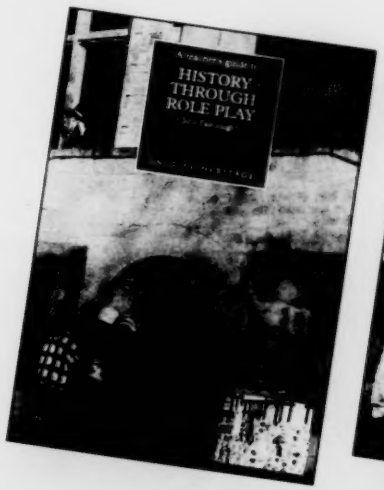
- The Key Stage 1 Curriculum
- History and Geography
- Maths, Science and Technology
- Art, Music, English and Drama
- Doorstep Discovery: working on a local history study

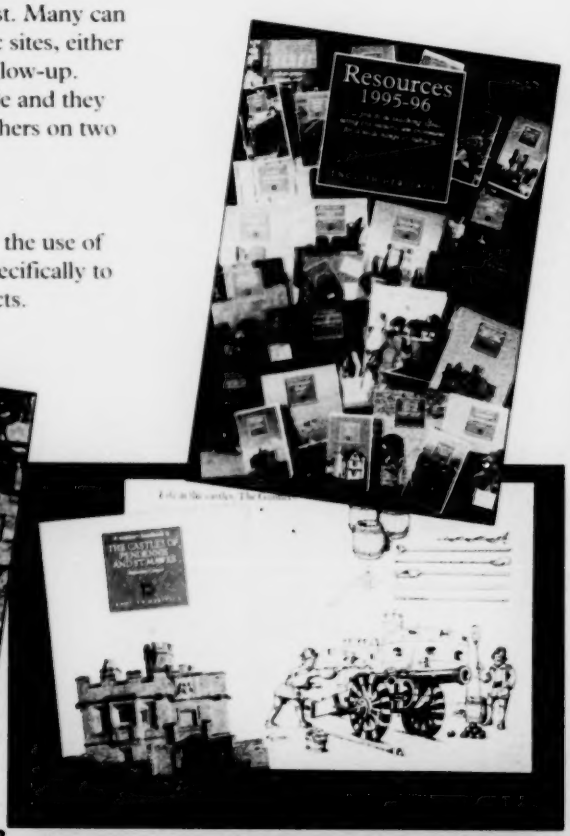
Heritage Learning

Our free magazine, **Heritage Learning** is published three times a year and is sent to schools through local education authorities or by a direct mailing list on request to others working in education. It contains articles with practical ideas for classroom and on-site projects using the historic environment, reviews and news from our Education Service including details of forthcoming courses and new resources.

Resources

Full details of all the above and all our other teaching resources are contained in our free **Resources** catalogue, published annually, with regular updates through the year. To obtain a free copy see **How to Find Out More** on the back page of this booklet.





FREE EDUCATIONAL VISITS

Among the Historic Properties managed by English Heritage are most of those places which feature as landmarks in England's history - from prehistoric and Roman sites to medieval castles, great abbeys, historic houses, agricultural and industrial monuments. At many properties there is normally a charge for public entry. However educational group visits to all English Heritage Historic Properties are absolutely free provided you book in advance.

You can also make a free exploratory visit to a property to plan your group visit when our site custodians can offer you information and help. Our properties are spread throughout the country from Hadrian's Wall to Cornwall and Kent, so there's bound to be one within visiting range of your school. Often in spectacular settings, the physical presence of historic sites can be intensely stimulating to pupils and teachers alike.

How to book a free educational group visit

Free admission is granted to educational groups on the following conditions:

- the teachers in charge of the group should fill in a booking form and send it to the English Heritage office in whose Region the property stands, to arrive at least 14 days before the proposed visit.
- the office will confirm your visit and send you any information about the site and arrange a specific time for you to use the Education Centre, if you wish to use one.

Our **Free Educational Visits** booklet contains full details of how to book a free visit along with a complete list of all English Heritage properties and a booking form. To obtain your copy see **How to Find Out More** section on the back page of this booklet.

Regional Education Officers

Our Education Service includes Regional Education Officers who are all ex-teachers with considerable experience in schools, teacher training, archaeology and museums. They are sensitive to teachers' needs and can offer professional help and advice to plan your work. To contact them or if you have any educational query about English Heritage Historic Properties in the counties below please contact:

SOUTH WEST
Regional Education Officer
English Heritage, Historic Properties
South West, 7/8 King Street, Bristol
BS1 4EQ.
Tel. 01179-750700
Avon, Berkshire, Cornwall, Devon, Dorset, Gloucestershire, Isles of Scilly, Oxfordshire, Somerset, Wiltshire.

SOUTH EAST
Regional Education Officer
English Heritage, Historic Properties
South East, 1 High Street,
Tonbridge, Kent TN9 1SG.
Tel. 01732-778000
Greater London, Hampshire, Isle of Wight, Kent, Surrey, East and West Sussex.

MIDLANDS
Regional Educational Officer
English Heritage, Historic Properties
Midlands, 33 Marefair,
Northampton NN1 1SR.
Tel. 01604-730320
Bedfordshire, Buckinghamshire, Cambridgeshire, Derbyshire, Essex, Hereford and Worcester, Hertfordshire, Leicestershire, Lincolnshire, Norfolk, Northamptonshire, Nottinghamshire, Shropshire, Staffordshire, Suffolk, Warwickshire, West Midlands.

NORTH
Regional Education Officer
English Heritage, Historic Properties
North, 41-44 Sandhill,
Newcastle upon Tyne NE1 3JF.
Tel. 0191-261 1585
Cheshire, Cleveland, Cumbria, Durham, Greater Manchester, Humberside, Lancashire, Merseyside, Northumberland, North Yorkshire, South Yorkshire, Tyne and Wear, West Yorkshire.

Courses and events

Our Education Officers arrange and teach a variety of courses for teach teachers often in association with Local Education Authorities, the Department for Education, or museum services. At some sites each year we arrange special educational events often with the involvement of experts, such as musicians and storytellers, for visiting educational groups.

PLANNING A SITE VISIT?

Send off for your **free loan copy** of our introductory video,
Learning from the Past
Write to
English Heritage
P.O. Box 229
Northampton NN6 9RY

This video introduces all the work of our Education Service, our support material and suggests how free educational visits to our sites can link into a wide range of subject work. We recommend that any teacher planning Programmes of Study or a visit to borrows this on free loan.

In-service training; Initial teacher training; all Key Stages.
11 minutes, 1991.

BACK COVER: CLOCKWISE FROM TOP: Hadrian's Wall, Northumberland; Clifford's Tower, York; Lincoln Cathedral; Goodrich Castle, Hereford and Worcester; Queen Street Mill, Burnley; Michelin House, London.

HOW TO FIND OUT MORE

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